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ABSTRACT

During May 1969 fieldwork for the National Study of American Indian Education was conducted at a Catholic school in Menominee County, Wisconsin. Data were collected by draw-a-man, student questionnaires, semantic differential, achievement test data, and interviews for 78 Menominee Indian students (55% female; 44% male). This report discussed interview data for the third through eighth grades. Student attitudes toward formal education, parental commitment o formal education, tribal language and culture, teachers, and peers were investigated. Researchers found that 70% of the students had a positive attitude about their parochial school; religion was especially enjoyed by 11%. Students recommended that the school could be improved by curriculum change (20%); teaching Menominee culture (3%); and building repair (10%). (KM)

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THE PAROCHIAL EDUCATION OF MENOMINEE INDIAN CHILDREN: A STUDY OF ONE SCHOOL

by

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FIELDWORK BACKGROUND

During May, 1969 fieldwork for the National Study of American Indian Education was conducted at Parochial School. The Catholic School, run by the Order of St. Joseph, was located in Menominee County and served grades one through eight. Its entire enrollment was Menominee.

Parochial staff fully supported NSAIE and were extremely helpful during the research. The assisted in scheduling interviews and making time available for students to complete questionnaires and other data. A Menominee woman interviewed Parochial students. This would not have been acceptable in District Eight schools. Other student data and teacher data were collected by a White fieldworker.

The atmosphere at Parochial appeared congenial and supportive for both students and staff. The tension and considerable peer fighting observed at Schools A and B were absent. Children appeared more involved in their school work, relaxed and demonstrated respect for their teachers.

Students and staff were concerned about the physical plant. The building was old. During the research a lunch room was being built and other remodeling was in process.

Most children lived outside the community and were bussed with students who attended School A.

PAROCHIAL SCHOOL TEACHERS

No statistical information on Parochial teachers was collected. The following data were obtained from several classrooms observations, group and individual discussions with teachers and conversations with students and parents.

All Parochial teachers belonged to the order of St. Joseph, were White and had at least B.S. degrees. The staff consisted of five teachers, one was also the principal. Parochial School did not use a systematic program to recruit teachers who were trained to work with Indian children. The Dioceses assigned Sisters to teach at various schools. However two of the five teachers had taken Indian history courses, and one had taken courses concerning Indian value. The entire staff had read and discussed John Brydes' work (New Approaches to Indian Education and The Sioux Student - A Study of Scholastic Failure and Personality Conflict). Teachers were sensitive to value differences, avoided stereotyping "Indians" and made continued efforts to understand Menominees as members of a tribal group and as individuals.

The convent was located near the school and the church. This as well as other parish oriented activities allowed considerable social contacts with Menominee people. The school was used for the adult education aspect of Mainstream (a CAP program) one evening a week. Some Parochial teachers taught adult education courses. The Sisters knew most students' families well and had visited many homes outside the immediate community. Teachers respected Menominee people and demonstrated empathy for the problems which they daily confronted. Assimilation-oriented philosophies were not expressed by Parochial staff. It was the impression of the fieldworkers that Parochial students seemed happy and their parents seemed quite satisfied with the school.

While the Indian community was not directly involved in school decision making and policy formation, they were consulted on these matters. The School program was essentially controlled by the dioceses, the parish priest and the school principal. Teachers had considerable impact in decision making. Local school personnel retained the authority to make school curriculum relevant to the community.

Limited efforts were made to stress the positive role of Menominee heritage. Although no courses on Indian or Menominee tradition or language were offered, teachers individually related subject matter to Menominee culture. Parochial staff participated in the Title I program (administered by District Eight) designed to create Menominee curricula for local schools. All teachers regarded including aspects of traditional Menominee life in the curriculum as a priority. A Menominee woman tutored students. The principal planned to expand the tutoring experience to other parents and children in following years.

Parochial was structured to motivate children. Students were grouped in the following manner: grades one and two; grades three and four; grades five and six; grades seven and eight. Within the groups semi-individualized instruction was employed. One teacher was assigned to each group. A remedial reading specialist was also available and well utilized by teachers and students. The principal also taught seventh and eighth grade. A visiting teacher (shared by Schools A and B) was available for parental counseling, etc. Parochial's classroom structure anticipated the closing of grades seven and eight and the change to exclusively individualized instruction and modular scheduling in the fall of 1969.

Teachers believed most Menominee children were interested in learning. However they were concerned that students were not working up to potential. It was hoped that additional Indian tutors and the upcoming restructuring of the learning environment would more effectively motivate Menominee children. Teachers ranked students' academic performance as high, average or low. Six percent were considered "high achievers." Only third (18%) and sixth (13%) grade students were rated in this category. Half the children were average students and forty one percent were poor students. The fifth grade had the highest percentage of poor students (59%). On report cards teachers often commented that a child had more potential than his or her grades indicated.

Achievement Rankings of Parochial Students

	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
High	3-18%			2-13%			5-6%
Average	7-43%	4-57%	7-41%	7-46%	8-66%	7-63%	40-51%
Low	5-31%	3-42%	10-59%	6-40%	4-33%	4-36%	32-41%
No Data			1-6%				1-1%

School data indicated that fourteen percent of Parochial students had repeated one grade. Most often (7%) students repeated first grade. Interestingly none of these students had attended Kindergarten. Three percent had been retained in third grade, and two percent had repeated second grade. Third graders had the highest percentage (25%) of retentions.

Summary of Retention Distribution

Grade Repeated:	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
First	1-6%	1-14%		3-20%	1-8%		6-7%
Second			1-6%			1-9%	2-2%
Third	3-18%						3-3%
Total	4-25%	1-14%	1-6%	3-20%	1-8%	1-9%	11-14%

STUDENT BACKGROUND

Extensive data were collected on Parochial students: draw-a-man (grades 1-5), student questionnaires (grades 3-5), semantic differential (grades 5-8), achievement test data (grades 1-5) and an interview (grades 3-5). This report discusses interview data. The final report on Menominee education will include other data. ****

Children appeared to enjoy being interviewed. Most were very relaxed and wanted (and were able) to listen to parts of their recorded interviews. Two students did not wish to be interviewed. Teachers were very helpful in scheduling interview times and releasing children for interviews. Efforts were made to interview as many children in grades three through eight as time permitted. At least eighty-five percent of the children at each grade level were interviewed. A total of seventy eight students were interviewed at Parochial School during April of 1969. The interviewer was a Menominee woman. Fifty five percent of the respondents were female, forty-four percent were male.

Grade and Sex Distribution of Parochial Students

	Females	Males	Total
Third	6-14%*	10-29%**	16-20%***
Fourth	5-12%	2-6%	7-8%
Fifth	10-23%	7-20%	17-21%
Sixth	7-16%	8-23%	15-19%
Seventh	7-16%	5-14%	12-15%
Eighth	8-18%	3-9%	11-14%
Total	43-100%	35-100%	78-100%

* Percent of Total Female N

** Percent of Total Male N

*** Percent of Total N

**** For a comparison of these data with other children see Volume I, National Study of American Indian Education, Center for Urban and Regional Affairs, University of Minnesota, Minneapolis, Minnesota, 1970.

Most children (76%) lived with their parents or their mother. [Data indicated that ten percent of the fathers were dead. Divorce and separation and illegitimacy data were not available. It is expected that more than 10% of the families were one percent families.] Fifteen percent of the respondents lived with grandparents, three percent with an aunt and uncle and two percent with foster parents.

	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
Parents	11-68%	6-35%	10-59%	10-66%	7-58%	8-72%	52-66%
Grandparents	4-25%	1-14%	3-18%	2-13%	2-17%		12-15%
Aunt, Uncle			1-6%	2-13%			3-3%
Father Dead	1-6%		3-18%		2-17%	2-18%	8-10%
Foster Parents					1-8%	1-9%	2-2%
No Data				1-6%			1-1%

All children identified their tribe as Menominee. Most students (84%) were born in Menominee County. Five percent were born in Wisconsin and five percent in other states.

Birth Places of Menominee Children

	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
Menominee County:							
Keshena	13-81%	4-57%	12-71%	14-93%	11-91%	7-63%	61-78%
Neopit	1-6%		2-12%				3-3%
South Branch	1-6%			1-6%			2-2%
Wisconsin:							
Shawano			1-6%			1-9%	2-2%
Green Bay					1-8%		1-1%
Milwaukee		1-14%					1-1%
Other States:							
Springfiled, Ill.		1-14%					1-1%
Hancock, Mich	1-6%		1-6%				2-2%
Starke, Fla.						1-9%	1-1%
No Data		1-14%	1-6%			2-18%	4-5%

Nearly half the students (43%) had never attended another school. This tendency increased from fifth grade (41%) to eighth grade (90%). Of the children who had been in other schools most (fifty-three percent) had attended School A or Neopit Parochial. Generally one year, Kindergarten, had been taken at School A. [Parochial did not offer Kindergarten] Six percent (5) attended other Wisconsin schools (Shawano, Bowler, Milwaukee) and five percent (4) had gone to school outside the state (Michigan, Ohio, California).

Schools Attended by Parochial Students

	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
None			7-41%	8-53%	9-75%	10-90%	34-43%
In Menominee County							
School A (K)	13-81%	3-42%	4-23%	1-6%		1-9%	22-28%
School A (1 year)		1-14%		2-13%	1-8%		4-5%
School A (2 years)		1-14%	2-12%				3-3%
School A (3-4 years)		1-14%		2-13%			3-3%
Neopit Parochial			1-6%		1-8%		2-2%
In Wisconsin							
Shawano Parochial			1-6%				1-1%
Bowler, Wisc. & School A				1-6%			1-1%
Oshkosh (1 year)				1-6%	1-8%		2-2%
Milwaukee	1-6%						1-1%
Other States							
Michigan (1 year)			1-6%				1-1%
Sheboygan, Mich (2 years)			1-6%				1-1%
Cleveland, Ohio (1 year)		1-14%					1-1%
California/School B	1-6%						1-1%
No Data	1-6%						1-1%

Because Parochial School was deleting seventh and eighth grades from its program (in the 1969-70 Academic year) students in grades six through eight were transferring to District Eight Public Schools. Most students would attend Middle School or High School located in Shawano. For many children this would be the first ongoing exposure to White children. With few exceptions children had neither visited District School they would attend, nor had contact with their future teachers. Students' knowledge about District Eight schools was acquired from older brothers, sisters, relatives or friends who had been or were enrolled in the schools.

Three children (8%) would attend School District Eight schools in Gresham. Although they anticipated harder work at Gresham only one student was "scared" about the transfer.

Seventh Grade

> I think I might go to Gresham. I'm not scared [of going to] Gresham. It will be harder because it will be my first time there.
>
> Next year I'll go to Gresham. It is okay. I'm not scared. It is harder because it is a higher grade.

Sixth Grade

> Next year I'm going to Gresham. I'm scared to go. They have more subjects. It is harder.

Overall sixty one percent expressed anxiety about transferring to Middle or High School. Nearly equal proportions of sixth (60%), seventh (58%) and eighth (63%) graders appeared anxious. They mentioned anxiety about curriculum, teachers, rules, getting lost and more difficult work. Three students were

especially concerned with peer relationships: ". . . I have to make new friends . . .", "White kids make too much trouble." . . ."[There are] more kids [at Middle School . . .]"

Sixth Grade

> In a way I'm shakey about [going to Middle School]. In another way I'm excited. I'm scared.
>
> I'm scared. [Middle School will be] harder because we have easier work here. At Middle School it is harder.
>
> I sorta don't like it [the idea of going to Middle School]. May be I'd like it when I get used to it. I like this school now. I'm sorta scared. My brother said we'd probably get lost down there. It is harder and they have different books.
>
> I sometimes wished I was out of school and would not have to go [to Middle School]. Sometimes I'm glad I'm not [out of school]. My older brother will be going there. I know I have to study French and English and that it is much harder in seventh than in sixth.
>
> I'm scared. I think I'll be late for classes because I don't know where to go. It will be harder.
>
> At Middle School I feel that I gotta work harder. I'm scared it will be harder. You have to have your homework in and sometimes you can't get it finished.
>
> I'm scared. [There are] more kids [at Middle School]. Teachers are mean. You have to be on time or get kicked out.
>
> I don't want to leave this school. I wanted to graduate from eighth grade here. I'm not looking forward to it [Middle School].

I'm scared [Middle School will be] harder. I don't know why it will be but it will be.

Grade Seven

I don't know if I'll go [to Middle School] next year. I'm scared to go. It is harder.

I'm scared to go [to Middle School]. It will be harder. There are more subjects.

I'd like to go here [Parochial] because I'll le[illegible] more things and have more friends. [Middle School] will be harder because they have more subjects. I asked some of the guys if it is hard. They say it is pretty hard.

I'm scared. The subjects will be hard.

I feel all right about going [to Middle School]. I'm scared and it will be harder.

I'm scared. It is harder. [There are] more classes.

I like it here better because I could get on eighth grade. I'm scared because I have to make new friends. Classes there will be harder. They have harder books and stuff than we do.

Eighth Grade

I'm scared. The subjects will be harder. [Four responses].

I'm not anxious to go. White kids make too much trouble.

I'm scared. It will be really hard.

I'm scared of the school itself. I don't like the idea of changing classrooms.

Twenty one percent of upper level students [sixth (13%), seventh (25%), and eighth (27%) graders] felt confident and even excited about attending Middle School or High School

Grade Six

I'm not scared but Middle School will be harder.

I'm not scared. [Middle School will be] harder. My sister told me about it [Middle School].

Grade Seven

"I'm tickled." Middle School will be harder. That school is more modern than ours. It will be confusing. You have to go to different rooms.

I don't think it will be harder.

I'm excited to go [to Middle School]. It will be harder there.

Eighth Grade

I've heard alot about it [High School] it don't seem that bad.

I'm not scared. My sisters and brothers are there and they told me what it is like. It's harder.

I'm [excited about going to High School]. All my friends talk about it. [It will be] harder. [There are] more subjects, change rooms.

Parochial Students' Reactions to Transferring Schools

	Middle School		High School	Total
	Sixth	Seventh	Eighth	
Expressed Anxiety	9-60%	7-50%	7-63%	23-61%
Not Anxious	2-13%	3-25%	3-27%	8--21%
Transfer to Gresham	1-6%	2-17%		3-8%
No Data	3-20%		1-9%	34-10%

MENOMINEE CHILDREN'S ATTITUDES TOWARD FORMAL EDUCATION

Educational and Occupational Aspirations

Unfortunately data concerning educational aspirations were limited. When asked, "What is that highest grade that you would like to finish," most students (87%) said, "I don't know." The interviewer did not attempt to clarify these responses. Two seventh graders (a girl and a boy) wanted to finish college. No data were available for ten percent of the respondents.

Summary of Parochial Students' Educational Aspirations

	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
I don't know	15-93%	5-71%	16-94%	12-80%	10-83%	10-90%	68-87%
College					2-17%		2-2%
No Data	1-6%	2-28%	1-6%	3-20%		1-9%	8-10%

Menominee children indicated many occupational intersts. Most frequently girls wanted to be nurses (23%), teachers (16%) or nuns (14%). An equal percent (23%) of boys and girls did not know what kind of job they would choose as adults. Boys choices were more diverse than girls'. Most frequently they aspired to be truck drivers (8%), loggers (6%) or doctors (4%).

The choices of a few children were modeled after a parent's occupation. For example, four girls commented:

What would you like to be when you grow up?

[I'll] take after mother and be a beautician.

Wife.

Just a plain old housewife, like Mom.

Get married. Be a parent like Mom.

Among boys role modeling was also demonstrated:

What would you like to do when you grow up?

A logger like my dad.

A man that hauls logs and that. Like dad.

Drive truck like my dad.

Occupational Aspirations of Menominee Girls

	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
Nurse	4-66%	1-20%	3-30%		1-14%	1-13%	10-23%
Teacher		1-20%	3-30%	2-28%	1-14%		7-16%
Nun		1-20%	1-10%	3-42%	1-14%		6-14%
Nun or Secretary				1-14%			1-2%
Office Work					1-14%		1-2%
Music		1-20%					1-2%
Take after my mother and be a beautician			1-10%				1-2%
Wife		1-20%					1-2%
Plain old housewife	1-16%				1-14%		2-5%
Get married be a parent like Mom.						1-13%	1-2%
Don't know.	1-16%		2-20%		2-28%	5-63%	10-23%
No Data				1-14%		1-13%	2-5%

Occupational Aspirations of Menominee Boys

	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
Doctor	1-10%			1-13%			2-4%
Priest				1-13%			1-2%
Policeman or Fireman	1-10%						1-2%
A Cop			1-14%				1-2%
Marine	1-10%						1-2%
Football Player		1-50%					1-2%
Carpenter		1-50%					1-2%
Mechanic					1-20%		1-2%
Engineer after High School					1-20%		1-2%
Logging			3-42%				3-6%
Truck Driver			1-14%	3-39%			4-8%
Farmer					1-20%		1-2%
Have a job			1-14%				1-2%
A working man				1-13%			1-2%
Work, no special kind			1-14%				1-2%
Don't know	7-70%			1-13%	2-40%	3-100%	13-23%
No Data				1-13%			1-2%

Perception of the Relationship Between Formal Education and Adulthood

All Menominee students regarded education as somewhat important influence on their adult life. When asked,"what do you get out of school?", students named subjects and or concepts. Perceptions of the consequences of not having to attend school were varied. Nearly half of the Menominee children felt the situation would produce negative consequences [i.e. I'd be dumb, can't get a job, etc.]. Twenty percent "didn't know" what would happen to them if they didn't have to go to school. Neutral reactions were characteristic of twenty-five percent who would: "try to get a job", "play", "sit around the house", etc. [See page 18 for more data]. Overall fifteen percent felt education was "slightly important". Most children (65%) believed education

could be important in determining their futures; but were unable to explain how or why it could be important. A few respondents (10%) felt a good education would enable them to get "good jobs." And one seventh grader believed education would create opportunities for a future life style different from that of many Indians and from the life styles of people without education. Fourth and Sixth graders displayed the least well developed understanding of the relationship between education and adulthood. Seventh graders expressed the most understanding of these relationships.

Relationship Between Formal Education and Adulthood

	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
Irrelevant							0
Slightly Important		3-42%	3-18%	4-26%	1-8%	1-9%	12-15%
Could be Important	12-71%	4-57%	12-71%	9-60%	6-50%	8-72%	51-65%
Affects employment	2-12%		1-6%	1-6%	3-25%	1-9%	8-10%
Very Important					1-8%		1-1%
No Data	2-12%		1-6%	1-6%	1-8%	1-9%	6-7%

Consequences of Not Going to School

What would happen to you if you didn't have to go to school?

	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
Negative Consequences:							
I won't be smart/I won't have no brains.	3-18%	1-14%	1-6%				5-6%
I'd be dumb.	5-31%				2-17%	1-9%	10-12%
I would not get a good education.	3-13%				2-17%		5-6%
I wouldn't learn nothing.			2-12%		1-8%		3-3%
I'd try to remember all the stuff I learned.				1-6%			1-1%
Can't get a job.			1-6%	1-6%	2-17%	1-9%	4-5%
Stay home and read/try to learn.	1-6%	1-14%	1-6%	2-13%			5-6%
I'd get old and die. Probably something bad would happen.	1-6%						1-1%
I'd be a drop-out.				1-6%			1-1%
Go to jail.	1-6%						1-1%
Neutral Consequences:							
Try to get a job/ go to work		1-14%	1-6%		1-8%	3-27%	6-7%
Help with housework and play.		1-14%	1-6%	1-6%			3-3%
Play outside/ play around/ sit around the house.			4-24%	6-40%		1-9%	11-14%
Other responses:							
I don't know	1-6%	3-42%	3-18%	2-13%	4-33%	3-27%	16-20%
No Data	1-6%		1-6%	1-6%		3-27%	7-8%

Students Interest in the Academic Aspect of School

Only one student was not interested in the academic aspects of parochial school. He did not participate in classroom activities and disliked all courses.

Fifteen percent expressed ambivalent attitudes toward course work. Although they generally preferred non-academic subjects (e.g. penmanship, art) they did not hold strong opinions of like or dislike toward any aspect of the learning situation.

Sixty-two percent of the students appeared interested in their courses. They enjoyed some courses, disliked others and sometimes volunteered in class discussion.

Seventeen percent were extremely interested in the academic aspect of school. They enjoyed several areas of study, volunteered in class and actively participated in classroom activities.

Academic interest varied with grade levels of respondents. Ambivalent attitudes were most often expressed by sixth (33%) and third grades (28%). Fourth and eighth (99%) graders were most interested in academic work.

Levels of Interest in the Academic Aspect of School

	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
Disinterested					1-8%		1-1%
Ambivalent	4-25%		3-18%	5-33%			12-15%
Interested	10-62%	5-71%	10-59%	8-53%	7-42%	9-81%	49-62%
Very interested	2-13%	2-28%	3-18%	2-13%	3-25%	2-18%	14-17%
No Data			1-6%		1-8%		2-2%

Parochial students were asked to indicate the subjects they liked or disliked. Spelling (34%), Math (24%), Reading (16%), and Art (14%) were the most popular courses. Math (38%) and geography (15%) were least well liked. As data indicated, students' attitudes toward math were polarized: 38% disliked Math, 24% liked Math. Fifteen percent of the students did not dislike any aspect of Parochial's curriculum

ATTITUDES TOWARD ACADEMIC COURSE WORK

	LIKED							DISLIKED						
	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
Math	4-25%	2-23%	6-35%	4-26%		3-27%	19-24%	6-37%	4-57%	5-29%	7-46%	4-33%	5-45%	30-38%
Science	2-13%		1-6%	1-6%	1-8%		5-6%		1-14%		2-13%	1-8%	1-9%	5-6%
English	1-6%		4-24%	4-26%	2-17%	2-18%	13-16%	1-6%			2-13%	1-8%	1-9%	5-6%
Reading	2-13%		4-24%	1-6%	1-8%		8-10%		2-28%					2-2%
Library				1-6%			1-1%							
Spelling	2-13%	1-14%	6-35%	11-73%	3-25%	4-36%	27-34%		1-14%	1-6%	1-6%	2-17%		5-6%
Penmanship		1-14%					1-1%							
History					3-25%		3-3%							
Geography			4-24%	1-6%		4-36%	9-11%		4-57%	4-24%	3-20%		1-9%	12-15%
Art	5-31%	4-57%	2-12%				11-14%							
Everything			2-12%		1-8%		3-3%					1-8%		1-1%
Nothing				1-6%			1-1%	4-25%	1-14%	4-24%	2-13%	1-8%		12-15%

MENOMINEE CHILDRENS' PERCEPTION OF PARENTAL COMMITMENT TO FORMAL EDUCATION

Parental Attitudes Toward Formal Education

Twenty percent of the students interviewed at Parochial School believed their parents were uncommitted to formal education. Even probing by the interviewer [Do your parents tell you to behave? Do they ask about your work?] didn't initiate responses which conveyed parental concern about education. In some instances children talked to their parents about school:

What do you tell your parents about school?
What do they ask about school?

Grade Three:
[I tell them] if we had a test.
[My parents say] nothing much.*

What I did, how I did my work, what the Sister tells me to do. [What do your parents say?] I don't know.*

I tell them what I do.
I don't know [what my parents say].*

Grade Four:
[I tell them] nothing.
[My parents say] nothing.*

Grade Five:
[I tell them] nothing.
[My parents say] nothing.*

Grade Five:
I tell my parents about school.
[My parents say] nothing.*

[I tell them] that I have nice friends, I like it and have good grades. [My parents say] nothing.*

I say nothing.
I don't know [what my parents say].*

I tell them that I don't like it too much.
[My parents say] nothing.*

Grade Six:
[I tell them] how I like it, what I learn.
Nothing special.
[My parents say] nothing.*

Not too much.
[My parents say] nothing.*

I don't say nothing. [My parents] say nothing.*

Grade Seven:
[I tell them] my marks and what I get in school.
[My parents say] nothing.*

I like it and would like to stay in if for another year. [My parents] don't say anything.*

Grade Eight:
[I tell them about] the subjects we have and what we do. [My parents say] nothing.*

*Indicates interviewer probed.

A second group of parents (12%) appeared somewhat committed to formal education. Although children discussed some apsects of school life with their parents, the primary concern of parents seemed to be "good behavior" (rather than learning, academic performance or the importance of education). Perhaps the parents regarded good behavior as the first step toward learning. However, our data did not allow for this distinction.

What do you tell your parents about school?
What do your parents tell you about school?

Grade Three:

[I tell them] I like it.
[My parents say] behave.

Grade Four:
Nothing. [My parents say] not to fight.

Grade Five:
I tell Mom I do Geography and that.
[She says] behave.

Nothing.
[My parents say] behave, don't talk, and do the right things.

[I say] it is fun.
[They say] to behave in school.

I tell them everything that goes on.
[My parents say] to behave.

Grade Six:
Nothing.
[My parents say] to behave.

Not much [I tell my parents] what happened. Funny things and about my grades. [They say] be friends and don't fight.

Grade Seven:
[I tell them about] testing.
[Mom] tells me I'm not supposed to talk.

I say it is good [in school].
[They say] pay attention and behave.

Half (55%) of Parochial children regarded their parents as fully committed to formal education. These families discussed school friendships, work and or reactions to the total educational environment. Parents expressed concern about learning, grades, finishing school, attendance, etc. and encouraged their children to learn:

Third Grade:
[I tell them] what page we do in Arithmetic, etc.
[My parents say] to keep up the work, learn and behave.

[I tell them] how I do my work.
When I get bad report cards [my parents say I'll get nothing for my birthday if I don't get better grades.

[I tell them] what we do in Art.
[My] Mom says I do good.

Grade Three continued:
I say I try hard and I want to keep going to it. [My parents say] all right then good.

[I tell them] about Art. [My parents say] to work.

[I tell them] sometimes I don't want to work. sometimes I do. [My parents say] do your work all the time.

I talk about spelling tests and stuff like that. [My parents say] to learn and be nice.

I say that I got an A and how I do. [My parents] say very good, learn good.

[I say] I like school. [My parents say] listen to Sister and pay attention and work.

Grade Four:
[I tell them] if my teacher hits me. [My parents say] to behave or Sister will give me a licken. To pay attention to people who hit me.

[I tell them] nothing. [My parents] ask me if I get my homework finished.

[I tell them] I have lots of fun. [My parents say] listen to Sister and be wide awake when she asks a question.

I say nothing [about school]. [My parents] ask "how are you doing in school?"

I tell what I learned today. [My parents say] I should try to go everyday.

Grade Five:
[I tell them] what we eat for lunch. [My parents say] to study.

I tell them [about school]. [My parents say] to study hard.

I say that I like it. [They say] to learn.

[I tell them] that I have a lot of fun. [My parents say] we should work in school.

I tell about subjects we have and if we've learned new things in subjects. [My parents tell me] what it will be like in higher grades and subjects.

Grade Six:
[I tell my parents] that I don't like it. The work is too hard. [They say] to stick with it.

I say it's a good school because we have a church. [My parents say] to go to that school all the time.

[I talk about] the different subjects and if I get a good grade and that. [They say] to be good and not get bad marks.

[I tell them] if my friend got mad at me and if I get bad grades. [My parents say] when friends are mad to just ignore them and they will make up with me. When I get bad grades they tell me how to do it better.

[I say that] I like my teacher and like all kinds of work. [My parents ask] do you think you are gonna pass?

[I tell them] what I do and what we do. [My parents ask] how I do and if I have fights. I don't have fights.

I say school is OK. [My parents say] study hard.

I tell them school is all right. [My parents say] that it is all right and go to school.

Grade Seven:
I tell [them] what has happened in the day time. [My parents say] to take advantage of school.

I don't tell them nothing much. [My parents say] to study and tell me what to do.

I say it is a pretty good school. I like it. The teachers are all okay. One time I ran away from school. My parents told me not to run away any more because I can't do that in Middle School.

I tell them that I don't like it. [My parents say] to go there until next year.

[I tell them] that I don't understand Math so well. They tell me I must learn and go to summer school.

I say it is all right. [My parents say] to study.

Grade Eight:
I tell them what happens. [They say] to study hard.

[I don't tell them] nothing much. [They say] to get good grades.

[I tell my parents] what I do. [They say to try to do my work harder.

I say school is okay. I come because there are so many kids. Usually when I get a low mark [My parents] want it.

[I tell them] what grades I got on tests. [My parents say] to keep it up and get into the next grade.

[I don't say] nothing much. [My Mom] asks how my day was and says to work.

Nothing. [My parents] ask me how I did.

[I talk about] my studies and how I react to them. [My parents want me] to bring books home so they can help me along.

[My parents say] to get a good education.

Students' perceptions of parental attitudes toward formal education were compared by grade level. Eighth and fourth grade students most frequently reported strong parental commitment to education. Seventh grade youth (33%) most frequently perceived lack of parental commitment.

Level of Parental Commitment to Formal Education: Students' Perception

	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
Uncommitted	3-18%	1-14%	4-24%	3-20%	4-33%	1-9%	16-20%
Somewhat committed	1-6%	1-14%	4-24%	2-13%	2-17%		10-12%
Committed	9-56%	5-71%	6-35%	8-53%	6-50%	9-81%	43-55%
No Data	2-13%		2-12%	2-13%		1-9%	7-8%

Perception of Parental Contact With School

Nineteen percent of Parochial students reported that their parents had not visited school or had any contact with their teachers during the academic year 1968-69. A few children (5%) noted that parents visits were prompted by teachers efforts to discuss misbehavior.

More pleasant and informal parental contacts were discussed by most children (71%). Twenty-three percent reported their parents visited "to talk to the teacher", six percent "to get report cards", and thirty-four percent gave a variety of reasons, including payment for lunch or pictures, to "see how we do", "Open House", "attending meetings", etc. These responses are presented below:

Have your parents visited school this year?
Why do they come?

Grade Three:
Sometimes Mom comes to pay for lunch and see what I do.

Sometimes Mom talks to teacher and brings lunch money.

[Mom] pays for lunch and pictures, and talks to teacher.

Sometimes [my parents come] to pay for lunch or to take us home. They go to meetings [at school].

Sometimes to talk to teacher and get my report card.

Grade Four:
[Mom] only comes to pay lunch.

[They] talk to my teacher about when we don't do things right and [to see] if they can take us out for a day. Sometimes they go to meetings [at school].

Grade Five:
[My parents come] to find out what we are doing and that.

[My parents come] to see how I do in school and talk to teacher about how I do. Sometimes they go to meetings here.

Once in a while Mom sees my teacher. She talks to them at Open House. Sometimes Mom helps clean classes.

[My parents] visit me and talk to the teacher.

Sometimes Mom comes to bring stuff for my birthday or comes to the room for something.

Grade Six:
Every Tuesday night [Mom comes].

[Mom comes] to pick up my report card and talk to teacher. [Two responses]

Sometimes [My parents get my] report card or come when Sister wants to see them.

[My parents come] to see how I do and to talk to teacher. Sometimes [they come] for meetings.

I don't know how often Mom comes or why. She talks to my teacher. One time Dad talked to the teacher about how good my grades are.

[Mom] comes to pay lunch money and sometimes to talk to the teacher.

When she's [Mom] not working sometimes she comes to talk to my teacher and see how I'm doing in school.

When it's time to go to the hospital or something like that [Mom] comes. Also to see how I do and to meetings.

Grade Seven:
[Mom comes to] talk to the teacher about me and my report card.

Sometimes to see how I do.

Grade Eight:
To talk to teachers about how I do [Two responses].

Sometimes to talk to teacher about my grades.

Mom comes once or twice a year to talk to my teacher and call for conferences.

When data were compared by grade level the parents of fourth grade children appeared to have the least contact with Parochial School.

Nature of Parental School Contacts

	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
Yes [no reasons indicated.	1-6%			1-6%			2-2%
Sometimes [no reasons indicated	3-18%		3-18%				6-7%
To talk to the teacher	1-6%	2-8%	5-29%	4-26%	4-33%	2-18%	18-23%
To get report cards			1-6%		2-17%	2-18%	6-6%
Trouble	1-6%		1-6%		1-8%	1-9%	4-5%
No contact	3-18%	3-42%	1-6%		3-25%	2-18%	15-19%
Other responses	5-31%	2-28%	5-29%	9-60%	2-17%	4-36%	27-34%
No Data	2-13%		1-6%				4-5%

MENOMINEE CHILDRENS' KNOWLEDGE OF AND ATTITUDES TOWARD TRIBAL CULTURE AND LANGUAGE

Tribal Culture

Data concerning tribal culture (students knowledge, sources of knowledge and attitudes toward Menominee culture) were limited. Thirty-eight percent reported no knowledge of Menominee culture, nineteen percent indicated some knowledge and no data were available for twenty-nine percent. There were no data for the third and fourth grades.

Knowledge of Tribal Culture

	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
None			7-41%	7-46%	7-58%	9-81%	30-38%
Some			3-18%	6-33%	5-42%	2-18%	
No Data	16-100%	7-100%	7-41%				16-29%

Nearly half the children who knew something about Menominee culture had learned it from their parents. A few respondents identified relatives (grandfather, (6%) mother's cousin 6%), school, or books as sources of knowledge. There were no data for the third and fourth grades.

Source of Tribal Knowledge

	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
Parents			1-33%	4-66%	2-40%		7-46%
Grandfather				1-16%			1-6%
Mother's Cousin						1-50%	1-6%
School					1-20%		1-6%
Books				1-16%			1-6%
No Data			2-66%		2-40%	1-5%	5-33%

All children who were asked about Menominee culture expressed very positive attitudes toward it and wanted to improve their knowledge and understanding of Menominee culture. A few students (11%) regarded knowledge of tribal culture as more important than knowledge of White culture. There were no data for the third and fourth grades.

Attitudes Toward Tribal Culture

	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
Very Positive			13-76%	12-80%	9-95%	7-63%	41-52%
Knowledge of Tribal Culture was more important than knowledge of White culture			1-6%	2-13%	3-25%	3-27%	9-11%
No Data	16-100%	7-100%	3-18%	1-6%		1-9%	28-35%

Tribal Language

Fifty-six percent of the respondents could neither speak nor understand their native language. Thirty-eight percent indicated varying levels of proficiency: twenty-eight percent understood and spoke some words, ten percent could follow a conversation and spoke their language poorly.

Levels of Proficiency

	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
No knowledge	5-31%	4-57%	11-65%	9-60%	6-50%	9-81%	44-56%
Some comprehension/spoke a few words	6-37%	3-42%	3-18%	4-26%	5-42%	1-9%	22-28%
Followed a conversation/ spoke poorly	3-18%		1-6%	2-13%	1-8%	1-9%	8-10%
No Data	2-13%		2-12%				4-59%

Menominee children were asked to identify the person(s) with whom they used tribal language. Most often children named parents (36%) or close relatives (33%). A few spoke Menominee with teachers (6%) or friends (3%).

Person With Whom Children Used the Menominee Language*

	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
Parents	6-66%**		1-25%	1-16%	2-33%	1-50%	11-36%
Relatives	1-11%	2-66%		4-66%	2-33%	1-50%	10-33%
Friends	1-11%						1-3%
Teachers	*			1-16%			2-6%
No Data	1-11%	1-33%	3-75%		1-16%		6-20%

* Percentages based on total number with knowledge of tribal language.
** Percentages based on total number in each grade with knowledge of tribal culture.

Menominee children expressed positive attitudes toward their native language. They valued it and wanted to improve their proficiency. For a few students the ability to speak Menominee was more important than learning English.

Attitudes Toward Tribal Language

	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
Very positive	14-87%	5-71%	14-82%	14-93%	10-83%	10-90%	67-85%
Knowledge of tribal language was more important than learning English				1-6%	1-8%	1-9%	3-3%
No Data	2-13%	2-28%	3-18%		1-8%		8-10%

Perception of Formal Education's Ideal Relationship to Menominee Culture

Parochial students held several opinions on the relationship between tribal culture and school. Some children (22%) regarded both "home and school" as appropriate environments for learning about Menominee culture and language. Other students felt some aspects of culture should be taught in school, and other aspects of culture taught at home. Only one respondent felt Parochial school should not teach any aspect of Menominee Culture.

Students' Perception of Parochial School's Relationship to Tribal Culture

	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
Language and culture at school			4-24%	3-20%	6-50%	9-81%	22-28%
Language at school, culture at home			1-6%	1-6%			2-2%
Language at school, culture at home and in school				2-13%			2-2%
Language at home	1-6%	2-28%					3-3%
Language at school	14-87%	4-57%	3-18%	2-13%	1-8%	3-27%	27-34%
Culture at home				1-6%			1-1%
Culture at school			3-18%	5-33%	2-17%		10-12%
Culture at home and in school				1-6%			1-1%
Language and culture at home					1-8%		1-1%
No Data	1-6%	1-14%	6-35%		1-8%		9-11%

MENOMINEE CHILDRENS' PERCEPTIONS OF TEACHERS

Perception of a Teacher's Job

To assess Parochial students attitudes toward teachers, children were asked, "What is a teacher's job?" Over half gave neutral definitions: "teaching", "to learn the children", "To teach us." Twenty-one percent perceived teaching as an authoritarian role: "to watch us", "to see [or make] children behave [or] do their work." A few children (8%) regarded their teachers as "helpful persons": "To help you", etc. Authoritarian and helpful perceptions are presented below:

Definition of a Teacher's Role

Authoritarian Perceptions

Grade Three:
To learn kids to behave and make them do stuff and all that.

[Teachers] keep kids good and teach them and all that.

Grade Four:
[Teachers] teach the children and make them behave and stuff like that.

Grade Five:
[To] see that the kids get their work done and done on time.

[A teacher] watches us. When we go outside they watch us. Teachers make sure we do our work.

[Teachers] see that they [children] do things right.

Grade Six:
To see that the children know and learn to behave and study too.

To watch us.

To teach the right things.

Grade Seven:
To watch the kids so they don't go off the grounds or get hurt.

[Teachers] make kids behave in school, teach them subjects and give them tests and all that.

Most of all [teachers do] teaching, make children behave and give priviletes.

To make sure the students learn their lessons.

To keep children out of mischief when they are outside. To stop [children from] running away or going down to the store.

Grade Eight:
Teaching and having order.

To see what everyone is doing.

To make us behave and respect them.

Teaching school and seeing that you obey them.

Helpful Perceptions

Grade Three:
[Teachers] help you learn to know all things.

Grade Four:
[Teachers] take over our mothers' place.

[Teachers] help children get education and learn lots.

Grade Five:
[Teachers] help other children and their selves.

To help you.

Grade Six:
To help us learn.

To give education to children.

Grade Seven:
None.

Grade Eight:
[Teachers] improve kids. They help them get better jobs when they grow up.

To see that children get a good education and help them.

Teacher perception varied between grade levels. Authoritarian perceptions of teachers were most often held by seventh (42%) and eighth (36%) grade students. Only fifth (18%), eighth (18%) and sixth (13%) graders regarded teachers as helpful persons.

Perceptions of a Teacher's Role

	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
Neutral Teaching/to learn children, etc.	9-56%	4-57%	10-59%	7-46%	6-50%	4-36%	40-51%
Authoritarian	2-13%	1-14%	2-12%	3-20%	5-42%	4-36%	17-21%
Helpful			3-18%	2-13%		2-18%	7-8%
I don't know	2-13%	2-28%	2-12%				6-7%
No Data	3-18%			3-20%	1-8%	1-9%	8-10%

Attitudes Toward Teaching: Projections

Fifty percent of Menominee students expressed positive attitudes toward teaching, twenty-nine percent held negative perceptions and fourteen percent were ambivalent. Positive perceptions were most often held by fourth graders (71%) and least often characteristic of eighth graders (27%). Negative perceptions were most frequently expressed by eighth grade students (45%); third graders (37%) ranked second. Ambivalent attitudes were most characteristic of eighth (27%) and fifth grade students (24%).

Summary of Attitudes Toward Teaching

Would you like to be a Teacher?

	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
Positive (Yes)	7-43%	5-71%	9-53%	8-53%	7-58%	3-27%	39-50%
Negative (No)	6-37%	2-28%	4-24%	4-26%	2-17%	5-45%	23-29%
Ambivalent (Maybe)	1-6%		4-24%	1-6%	2-17%	3-27%	11-14%
No Data	2-13%			2-13%	1-8%		5-6%

Parochial students were asked to indicate why they would like teaching or why they had no interest in teaching. The most frequent reason for teaching was "to help kids", or "teach them." A few children enjoyed the authoritarian aspect of teaching ("you could hit kids" ..., "have the right answers", etc.). The good pay attracted one student to the profession. Children who did not want to teach generally based their decision on work oriented aspects of teaching ("it takes too much time", "hard work", "too much work", "hollering", etc.). The behavior of students or teacher relationships with students discouraged other Menominee children from teaching.

Students responses categorized by perception of teaching (positive, negative, ambivalent) are presented below:

Student Attitudes Toward Teaching

Why would you like to be a teacher?

Positive Attitudes

Grade Three:
I think it would be fun to teach.

Some kids would be nice because if you are nice to them they are nice to you back.

To teach other kids.

[It would be fun] to do a lot of work.

Grade Four:
You could hit the kids and everything.

[I'd like] giving them [students] reading and writing on board.

I'd like to know all the kids names and do the stuff that the teachers do.

You have lots of kids and get to work with books. I like books. I have lots of them at my grandmothers and at my Mom's.

Grade Five:
Because I'd like to teach.

Because you'd get to teach kids and you'd get along better

[I'd like to] teach children to learn.

I don't know why [Two responses]

Because I'd "know better".

There are too many kids. [Teachers] can't hardly watch them then because they might get away or something.

Because you get to tell [children] them how to learn, spell and do geography. You could ask them questions.

Grade Six:
I'd just like to be one.

Because they [teachers] have the answers right there.

If you are a teacher you get paid.

You would learn everything and look at work. You'd tell them to do something.

You teach kids something that you'd like them to know and all that.

You get to take care of kids, teach them and make them behave.

I just like kids.

Well right now I'd like to learn kids and help them have education so that when they grow up they get good jobs.

Grade Seven:
To teach kids I guess.

I just want to teach.

I'd just like to talk with children.

I just want to be a teacher.

For maybe two or three years to see how it [teaching] is.

Sometimes [I want to be a teacher].

I don't know why.

Grade Eight:
[I want to be a teacher] to help other people.

You can keep on teaching and teach them [children] and explain everything and then they will know.

I don't know why.

Negative Attitudes

Grade Three:
You can teach them [students] anything you want.

[Teaching is] hard work.

Grade Four:
They [teachers] have to do lots of work even when they get home they correct papers and that.

You gotta talk up in front of school.

Grade Five:
I'd have to get up early in the morning.
I don't like to get up early.

I don't want to, I don't know why.

I don't want to have to holler at kids.

Grade Six:
[Teachers have to do] too much hollering.

It takes [teachers] up most of the time you have to do things.

Not at the rate I'm going. I'm behind in school.

The kids wouldn't like me for that. They'd much rather be outside playing.

Grade Seven:
[Teachers] get too much back talk and people don't want to listen.

[Teaching] takes too much worry and you have to have patience.

Grade Eight:
I wouldn't like it [two responses].

I probably couldn't get along with them [children] good enough.

Ambivalent Attitudes

Would you like to teach?

Grade Five:
A little bit. I'd like to teach kids a little bit.

I don't know. [Two responses]

It's hard to say. In a way, yes. In a way, no.

Grade Six:
I don't know.

Grade Seven:
I'm not quite sure if I would.

A little bit.

Grade Eight:
I don't know. I don't think so.

I don't know.

[Teachers] have to get up and go to school. All that [education] would probably take too long.

I might.

Evaluation of Teacher Performance

Parochial students were asked to evaluate how well their teacher did her job. A few Menominee children (3%) felt their teacher was "poor". More positive ratings were given by nineteen percent who thought their teachers were "okay". Thirty-five percent reported having "good" teachers and an equal percentage felt their teachers were "excellent". Fourth and fifth graders gave teachers the most positive ratings. Only seventh and eighth graders gave teachers negative evaluations.

Ranking of Teacher Performance

	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
Poor					2-17%	1-9%	3-3%
Slightly positive "OK"	2-13%		1-6%	7-46%	2-17%	3-27%	15-19%
Good	5-31%	2-28%	8-47%	4-26%	4-33%	5-45%	28-35%
Excellent	7-43%	5-71%	8-47%	3-20%	3-25%	2-18%	28-35%
No Data	2-13%			1-6%	1-8%		4-5%

When asked what they "liked best" about Parochial school, six percent mentioned teachers. None of the children said they disliked teachers. However one seventh grader didn't like getting yelled at by his teacher. One third grader mentioned "teachers" as an aspect of Parochial school they would most like to change. [See page 55]

A number of children (20%) sometimes volunteered to stay after school and help their teachers "clean class rooms", "carry boxes", or "put up bulletin boards". Eighteen to twenty-eight percent of the students in each grade had helped their teacher. Thirty two percent who couldn't stay after because they rode the bus seemed disappointed: "I'd like to [stay after] to help Sister, but I live too far away."

MENOMINEE CHILDREN'S PEER RELATIONSHIPS

Peer Relationships in Parochial School

All Menominee children had at least one friendship at Parochial School. Cousins were often considered "best friends." Most children had the same friends inside and outside school. A few Menominees (17%) appeared alienated from social relationships in school. They had difficulty identifying even one child as an in-school friend. Thirty nine percent had some friendships and seemed involved in more than one reciprocal friendship. An equal percent had several reciprocated friendships; in addition they stressed peers, lunch, playing and recess as aspects they especially enjoyed at Parochial. Five percent were very popular children; other students frequently named them as friends and three stayed after school to play with peers:

Fifth Grade

> Sometimes I stay [after school] but I go downtown and fool around with [named four children].

Sixth Grade

> I play games and volleyball after school. Sometimes [I] clean rooms for the Sister.

Seventh Grade

> I play with kids while they wait for the bus.

Fourth and fifth graders appeared to experience the least satisfactory peer relationships. Third graders had the most reciprocated and open friendships.

Indian and Non-Indian Peers: Friendships and Perceptions

Parochial students were asked whether they had non-Indian friendships and if non-Indian children were different than Menominee children. Fifty three percent had non-Indian friends, forty three percent did not. Seventh and eighth graders were most likely to have non-Indian friends, third and sixth graders were least likely. Two percent did not know if they had non-Indian friends nor were they certain that differences existed between Indian and non-Indian youth.

Indian and non-Indian Friendships:
Grade Level Comparison

Grade	Exclusively Indian Friends	Non-Indian Friends	Didn't Know if they had non-Indian friends
Third	9-56%	7-43%	
Fourth	3-42%	3-42%	1-14%
Fifth	6-35%	10-59%	1-6%
Sixth	8-53%	7-46%	
Seventh	4-33%	8-66%	
Eighth	4-36%	7-63%	
Total	34-43%	42-53%	2-2%

Nearly half of the respondents (44%) perceived differences between Indians and non-Indian children. Twenty three percent were unaware of differences, two percent were uncertain about whether differences existed and no data were available for twenty nine percent of the students. Fifth and sixth graders demonstrated the strongest tendancy to perceive differences. Differences were least often perceived at the third and fifth grade levels.

Evaluation of Differences Between Indians and Non-Indians: Grade Level Comparison

Grade	Perceived Differences	Uncertain about Differences	No Differences Perceived	No Data
Third	7-43%		1-6%	8-50%
Fourth	2-28%	1-14%	2-23%	2-28%
Fifth	10-59%	1-6%	2-12%	4-24%
Sixth	9-60%		3-20%	3-20%
Seventh	6-50%		4-33%	2-17%
Eighth	1-9%		6-54%	4-36%
Total	35-44%	2-2%	18-23%	23-29%

Combined Data Summary by Grade Level

	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
Had non-Indian friends/ Perceived differences	7-43%	2-28%	9-53%	5-33%	4-33%	1-9%	28-35%
Had non-Indian friends/ Perceived no differences		1-4%	1-6%	2-13%	4-33%	6-54%	14-17%
Had exclusively Indian friends/ Perceived differences			1-6%	4-26%	2-17%		7-6%
Had exclusively Indian friends/ Perceived no differences	1-6%	1-14%	1-6%	1-6%			4-5%
Had exclusively Indian friends/ No response on differences	8-50%	2-28%	4-24%	3-20%	2-17%	4-36%	23-29%
Didn't know if had non-Indian friends/ didn't know if there were differences		1-14%	1-6%				2-2%

Menominee children who had non-Indian friends were most likely to perceive differences between Indians and non-Indians. Two thirds of those who reported non-Indian friends identified differences, compared with twenty percent who did not have Indian friends. Unfortunately no data on perceptions was available for sixty eight percent of respondents who had exclusively Indian friendships.

A Comparison of Differences Perceived by Students with Exclusively Indian Friends and Non-Indian Friends

	Non-Indian Friends	Exclusively Indian Friends
Perceived differences	28-67%*	7-20%**
No differences perceived	14-33%	4-12%
No data [on differences]		23-68%

*Percentages based on total [42] of students with non-Indian friends

**Percentages based on total [34] of students with exclusively Indian friendships.

Perceptions of children with non-Indian friendships were analyzed by grade level. Third (100%) and fifth graders (90%) were most likely to perceive differences between Indians and non-Indian peers. Eighth (10%) and seventh (50%) graders least often perceived differences.

Perception of Menominee Children Who had non-Indian Friends: Analysis by Grade Level

	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
Perceived Differences	7-100%	2-67%	9-90%	5-71%	4-50%	1-10%	28-67%
No Differences Perceived		1-33%	1-10%	2-28%	4-50%	9-90%	14-33%
Uncertain About Differences							

Sixth (50%) and seventh (50%) graders with exclusively Indian friendships most frequently perceived differences between Indian and non-Indian peers. Third, fourth and eighth graders did not perceive differences. [However at these grade levels no data on differences were available for over half the respondents in each grade.]

Perceptions of Menominee Children With Exclusively Indian Friends: Analysis by Grade Level

	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
Perceived Differences			1-16%	4-50%	2-50%		7-20%
No Differences Perceived	1-11%	1-33%	1-16%	1-13%			4-12%
No Data on Differences	8-80%	2-67%	4-66%	3-38%	2-50%	4-100%	23-68%

Menominee children who believed that Indians and non-Indians were different were asked to identify the nature of these differences. Differences in physical appearance, "Whites do things different [than Indian].", speech, and residence were most often mentioned.

A few respondents (5-12%) made value judgments of Whites and Indians. A positive perception of Whites was reflected in the response of a third grader: "My cousin [is White]. He is good and real nice. Every time I need money he just gives it to me." A fifth grader held negative perceptions of White children: "White kids don't want to go in the woods but Indians do!". Two sixth grade children felt Menominee people were "better" than White people:

> We were walking down to get puppies and [a White man] hung my Uncle's dog. I don't trust White men.

[Whites] are too proud.

One seventh grader suggested that White children were "better" than Indian children:

[Whites] are smarter and nicer.

Differences Between Indian and Non-Indians as Identified by Menominee Children

Third Grade:

[Whites] do different things. They look different.

[Whites] talk different and look different.

My cousin [is White]. He is good and real nice. Every time I need money he just gives it to me.

[Respondents has White friends] in Shawano. They talk different and do different things.

Fourth Grade:

[Respondent has White friends] by the Lake [Legend Lake]. They act funny like when you are around them.

[Respondent named a White friend] He talks different.

Fifth Grade:

They [Whites] do different things. [Two responses]

[I have] two friends that aren't Indian. They talk German and live in Ohio.

White kids don't want to go in the woods but Indians do.

[Whites] talk different.

White kids skin is duller. They talk [different].

Sixth Grade

[Indians] are darker.

[Whites do things different.

Well, they [Whites] do some stuff with me and I do it with them. But Indians are different.

We were walking down to get puppies and [a White man hung my Uncle's dog. I don't trust [White men].

[Whites] look different, act different and talk different.

[Whites] they [Whites] are too proud.

Seventh Grade

They [my White friends] are far away.

They [Whites] are smarter and nicer.

The way [Whites] act [is different].

The way [Whites] talk [is different].

Eighth Grade

[Respondent named two White friends] live by Michoquit Lake. They are different. They talk a little more educated.

MENOMINEE CHILDRENS' EVALUATION OF PAROCHIAL SCHOOL AND RECOMMENDATIONS FOR CHANGE

Overall Opinion of Parochial School

Parochial students were asked to compare their school with others. They were also asked to identify the aspects of Parochial School they "liked" and "disliked". Most children (70%) held positive opinions about their school; ten percent expressed negative opinions; and six percent were unable to make a comparison. Fifth graders viewed Parochial the most positively, sixth and seventh graders most negatively.

Menominee Children's Evaluation of Parochial School

How does your school compare with others you know about?

	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
Parochial was "worse" than other schools	2-13%	1-14%	1-6%	1-6%	2-17%		7-8%
Disliked Parochical School slightly. ("Its about average")				2-13%			2-2%
Liked Parochial School. ("Its about the same as others")		1-14%		3-30%	3-25%	7-63%	14-17%
Parochial was "better" than others	13-81%	4-57%	12-71%	6-40%	4-33%	2-18%	41-52%
I don't know	1-6%	1-14%		1-6%	1-6%	1-9%	5-6%
No Data			3-18%	2-13%	2-17%	1-9%	8-10%

A few responses of children who regarded Parochial as "better", "about the same", and "worse" than other schools are presented below:

Students who regarded Parochial as Better than Average

How does your school compare with others you know about?

Fourth Grade:

It is better. At the other ones [respondent named public elementary schools] kids like to fight too much.

Better. Sister _____ gives you lots of stuff, books, pencils, and gives stuff at the end of the school year.

Fifth Grade:
[Parochial] is bigger and better. I like it here. You learn all you're supposed to.

Sixth Grade:
The kids are good here. School is pretty good. I like it.

[Parochial is] better. Other schools don't have church.

[Parochial is] better. At some schools you get easy work and don't learn nothing.

Students who believed Parochial was "about the same as others" or "okay".

How does your school compare with others you know about?

Grade Six:
Some [schools] are better and some are worse. This one is [Parochial] even. My brother [who goes to another school] learns a lot more new stuff than I do. I'd like to learn some of his stuff. He has way modern math from us. I'd like to learn that. He tries to teach me at my grandma's. He stays up there mostly. He stays up there and sometimes down here and takes time and tries to learn me when I'm up there [at Grandmothers].

Grade Eight:
It's easier here than at High School and we are not quite as advanced as they are. We don't have material for some courses.

Students who disliked Parochial or thought it was "worse" than other schools

How does your school compare with others you know about?

Grade Five:
Parochial is worse because most kids have new schools and desks. If it was a government school we could have holidays off.

Grade Six:
Sometimes Parochial is worse. The desks are older.

Grade Seven:
Parochial is a little old. We don't have the right books that my sister [who attends another school] has. I'm a year and half behind.

Menominee children indicated aspects of Parochial which they "liked" and "disliked". Peer relationships (recess, playing outside, peers) were most frequently liked (20%). Two students disliked peers, one said he disliked being "beat up by big guys." Religion or mass was especially enjoyed by eleven percent of the students. Six percent liked teachers, one child disliked teachers yelling [see page 42 for more discussion on teachers]. Other aspects liked by children included: "pretty rooms," "special days" and the location of Parochial. The "scary steps leading to the bathroom" were disliked by a fifth grade girl.

Recommendations for Change

Menominee children recommended several changes at Parochial. Curriculum change was most often suggested (20%). Creating opportunities to learn about Menominee culture was especially important to some students (3%). Building improvements (fixing floors, fixing the building, new desks) were recommended by ten percent of Parochial students. Other areas where changes were suggested included: peers (6%), recess (3%), class length (3%), room assignment (5%), rules (3%), mass (2%), ability grouping (1%), school calendar (1%) and teachers (1%). These data are summarized below. The authors felt readers would be interested in the exact changes recommended by Parochial students. They are presented by category and grade level on pages 55-58.

Areas of Change Recommended by Respondents

	Third	Fourth	Fifth	Sixth	Seventh	Eighth	Total
Teachers	1-6%						1-1%
Curriculum		2-14%	3-18%	4-26%	4-58%	4-36%	17-21%
Add courses on Menominee culture				1-6%	1-8%	1-9%	3-3%
Class length			1-6%			2-18%	3-3%
Improve building	1-6%	1-14%		2-13%	2-17%	2-18%	8-10%
Lengthen Recess		2-28%	1-6%	3-20%	1-8%		7-8%
Peers	1-6%		2-12%	1-6%		1-9%	5-6%
Ability Grouping				1-6%			1-1%
Room assignment	2-13%				2-17%		4-5%
Mass		1-14%				1-9%	2-2%
Rules		1-14%	1-6%		1-8%		3-3%
School Calendar				1-6%			1-1%
Leave as it is	1-6%	1-14%	1-6%	1-6%			4-5%
Nothing	4-25%		4-24%				8-10%
I don't know	1-6%	1-14%				1-9%	3-3%
Yes			1-6%				1-1%

Changes Recommended by Parochial Students

Teachers

Grade Three:
Change sisters.

Curriculum

Grade Three:
Add History courses.

Grade Four:
Not have geography.

Grade Five:
Add more subjects.

Get another subject, History.

Change English and Reading to another subject.

Grade Six:
Add Biology and all that.

Teach how to live, sewing. Used to have History. They don't teach it no more.

Change Math. [Two responses]

Grade Seven:
Have Math easier and not add so much work on.

Change classes.

Add music instruments and that.

Grade Eight:
Change classes.

[We] should have other courses. Physical Education and stuff like that.

Add Physics and History.

Get some other subjects, social studies.

Add Courses on Menominee Culture

Grade Six:
Teach about Menominees.

Grade Seven:
Classes on the history of Menominees.

Grade Eight:
History of our tribes and all that.

Class Length

Grade Five:
[Change] the time.

Grade Eight:
I'd have classes for only one half hour.

[I'd have] shorter classes.

Ability Grouping

Grade Six:
Separate the kids who can't tag along with the ones who aren't as smart.

Lengthen Recess

Grade Four:
[I'd have] longer recess.

[I'd] put an hour for each recess.

Grade Five:
[I'd have] longer recess.

Grade Six:
Longer Recess [Two responses]

[I'd have] a 2:30 recess.

Grade Seven:
I'd have one more recess.

Peers

Grade Three:
[I'd] change the kids around.

Grade Five
Sorta change around desks every week.

Make the little kids run faster than the big kids.

Grade Six:
Have kids dress properly and no fights around here.

Grade Eight:
[Have] better order among the students.

Improve Building

Grade Three:
Make classrooms better.

Grade Four:
Have bathrooms be better. [There is] not even soap. Sister gives up soap when we go downstairs.

Grade Six:
Fix up the floors.

Make classrooms better.

[Get] new desks and take out the radiators.

Change the classrooms and make them look different.

Grade Eight:
[The] school building is too old.

[The school building] could be more modern with [newer] desks and all that.

Room Assignment

Grade Three:
Change classrooms, have four in each room.

[I'd have] the third grade upstairs instead of downstairs.

Grade Seven:
[We should not] have two classes in one room.

Have just one grade per room.

Mass

Grade Four:
[I'd] have mass in the morning.

Grade Eight:
Put it so you don't have to go to church everyday.

Rules

Grade Four:
Girls could wear shorts.

Grade Five:
We could play down by the creek.

Grade Seven:
Getting to drink water.

School Calendar

[Have] six months in school; six months out.